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ABSTRACT

It is argued in this discussion that, in order to attain a higher level of excellence in education, American business can and must play a far more important role than simply sponsoring or supporting individual projects on a rather sporadic and ad hoc basis. Ten suggestions are offered concerning ways American business can set the climate for excellence in education. Subsequently, four major programs of the New York Alliance for the Public Schools are described, including (1) efforts to train school principals to be instructional leaders, (2) a law program for high school students, (3) provision of a computerized data bank identifying the areas of specialization of more than 1,700 university faculty and enabling contact between classroom teachers and university professors, and (4) a privately funded public information campaign designed to close the gap between public perceptions of the New York City public schools and the actual levels of achievement in those schools. (RH)

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TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

I WANT TO THANK THE CONFERENCE BOARD FOR SETTING UP THIS FORUM ON PUBLIC EDUCATION AND GIVING US THE OPPORTUNITY TO DISCUSS CRITICAL EDUCATIONAL ISSUES IN A TOTALLY NON-POLITICAL ENVIRONMENT. I GUESS THAT'S NOT SO EASY IN 1984.

THIS AFTERNOON WE'RE GOING TO HEAR ABOUT EXCITING PROGRAMS THAT HAVE BEEN IMPLEMENTED IN NEW YORK CITY, BOSTON AND SEATTLE, INCLUDING SPECIFIC EXAMPLES OF HOW BUSINESS HAS EFFECTIVELY ASSISTED THE PUBLIC SCHOOLS. HOWEVER, I WOULD LIKE TO OPEN THE SESSION WITH SOME PERSONAL OBSERVATIONS. THE PROGRAMS YOU ARE GOING TO HEAR ABOUT TODAY ARE EXTREMELY VALUABLE AND THE EFFORTS ARE OF GREAT IMPORTANCE, YET IN LIGHT OF THE SERIOUSNESS OF THE PROBLEM I QUESTION WHETHER THESE EFFORTS CONSTITUTE REAL SOLUTIONS OR IF THEY ARE LITTLE MORE THAN TEMPORARY BAND-AIDS. PERHAPS THERE IS A MORE SIGNIFICANT AND COST-EFFICIENT CONTRIBUTION THAT BUSINESS CAN MAKE. WITHOUT BELITTLING THE WORK THAT I'VE BEEN INVOLVED IN WITH THE NEW YORK CITY ALLIANCE FOR THE PUBLIC SCHOOLS OR SOME OF THE CONCRETE ACCOMPLISHMENTS IN BOSTON, SEATTLE AND OTHER COMMUNITIES, WE MUST RECOGNIZE THAT IN ORDER TO ATTAIN A HIGHER LEVEL OF EXCELLENCE IN EDUCATION. AMERICAN BUSINESS CAN AND MUST PLAY A FAR MORE IMPORTANT ROLE THAN SIMPLY SPONSORING OR SUPPORTING INDIVIDUAL PROJECTS ON A RATHER SPORADIC AND AD HOC BASIS.

Some time ago I noticed an interesting juxtaposition of stories in the New York Times. In the business section there was an article entitled "Large Deficit Pressure Rises". It mentioned the fact that Defense Secretary Casper W. Weinberger had won Mr. Reagan's blessings for a 22% jump in the military budget, from $250 billion in the year '84 to $305 billion in fiscal year '85. The report indicated that getting this expenditure approved would be relatively easy. Meanwhile, in the main news section a headline announced "Alvarado Requests $440 Million Increase in Budget". The article reported that Anthony Alvarado, the new Chancellor of the New York City schools, asked for the increase in order to achieve reduced class size, improved instruction and more support for troubled students. The request for the coming fiscal year, the largest by the school system since '74, drew immediate fire from the City's Office of Management and Budget. The article indicated that it is probably impossible for Chancellor Alvarado to get that kind of budget increase. Defense gets its money, schools don't. Perhaps the real issue is priorities.

If business considers the quality of education critical to our society, then maybe business should start exerting its real influence, from the local school board to the White House. If more money is needed, then American

BUSINESS CAN SEE TO IT THAT THE SCHOOLS GET IT. IF THE SCHOOLS HAVE TO SET BETTER STANDARDS FOR SUCCESS, THIS TOO AMERICAN BUSINESS CAN HELP MAKE HAPPEN. IF CURRICULUM MUST BE UPDATED, BUSINESS CAN BE A PARTNER. AMERICAN BUSINESS CAN AND MUST SET THE CLIMATE FOR EXCELLENCE IN EDUCATION. ALLOW ME TO OUTLINE A 10-POINT PROGRAM ON HOW I BELIEVE THIS CAN BE ACCOMPLISHED:

1. DON'T WAIT TO BE ASKED. INVITE THE LOCAL SUPERINTENDENT OF SCHOOLS TO MEET WITH YOU. I DON'T KNOW HOW MANY OF YOU HAVE MET THE SUPERINTENDENT IN YOUR OWN SCHOOL DISTRICT. IF YOU RUN A BUSINESS, PICK UP THE PHONE AND CALL HIM, AND SUGGEST THAT HE MEET YOU FOR LUNCH. IF YOU HAVE FACTORIES OR BRANCHES TELL YOUR MANAGERS IN EVERY LOCALITY TO ARRANGE TO VISIT WITH THE LOCAL SUPERINTENDENT OF SCHOOLS. DISCUSS HIS OR HER PROBLEMS, NEEDS, GOALS AND ASPIRATIONS FOR THE SCHOOLS. FIND OUT WHERE YOU CAN HELP.

2. ENCOURAGE BUSINESS LEADERS TO VISIT THE LOCAL SCHOOLS AND GET TO KNOW THEM BETTER. EVERY RESEARCH REPORT THAT'S PUBLISHED INDICATES THAT WHEN AN INDIVIDUAL HAS BETTER KNOWLEDGE OF THE SCHOOLS, THAT PERSON DEVELOPS A MORE POSITIVE ATTITUDE TOWARDS PUBLIC EDUCATION. DON'T JUST GO ON A BACK-TO-SCHOOL NIGHT OR WHEN YOU HAVE A PARTICULAR PROBLEM WITH YOUR CHILD, BUT VISIT THE SCHOOL TO LEARN MORE ABOUT WHAT IS <u>REALLY</u> HAPPENING IN THE CLASSROOM. BE SURE TO ARRANGE TO MEET WITH THE PRINCIPAL, AND OTHER DEPARTMENT HEADS, TO LEARN FIRST-HAND THE DAY-TO-DAY

PROBLEMS OF SCHOOL MANAGEMENT.

3. EDUCATE YOUR LOCAL CHAMBER OF COMMERCE ON WHAT THE LOCAL SCHOOLS' NEEDS REALLY ARE AND SHOW THEM HOW THEY CAN PLAY A ROLE.

IT WAS IN THE MID-70'S WHEN I SERVED AS THE PRESIDENT OF A BOARD OF EDUCATION IN NEW YORK STATE AND THE LOCAL CHAMBER OF COMMERCE OFFICIALLY TOOK A PUBLIC STAND AGAINST THE LOCAL SCHOOL BUDGET. WE IMMEDIATELY ARRANGED A SERIES OF MEETINGS SHOWING THEM WHAT WAS NEEDED AND REVIEWING THE BUDGET IN DETAIL. WHEN THEY UNDERSTOOD THE FACTS, THEY REVERSED THEMSELVES AND CAME OUT IN FAVOR OF THE BUDGET - BUT THE DAMAGE HAD ALREADY BEEN DONE. AN ANTI-SCHOOL ATTITUDE PERMEATED THIS COMMUNITY.

4. GET INVOLVED PERSONALLY. SERVE ON SCHOOL COMMITTEES AND ALSO SERVE ON THE LOCAL SCHOOL BOARD. WHEN YOU COME FACE TO FACE WITH THE PROBLEM OF HAVING 39 STUDENTS IN A CLASSROOM, THEN YOU KNOW WHY THE SUPERINTENDENT IS PLEADING FOR EXTRA TEACHERS -- AND YOU'RE PREPARED TO FUND IT.

5. ARRANGE FOR EFFECTIVE PRESENTATIONS ON PUBLIC EDUCATION AT YOUR NEXT INDUSTRY TRADE ASSOCIATION CONFERENCE. INSTEAD OF HAVING A GUEST SPEAKER DISCUSS THE PROBLEMS IN THE MIDDLE EAST OR SOUTH AMERICA, HAVE SOMEONE SPEAK AUTHORITATIVELY ON HOW QUALITY PUBLIC EDUCATION SERVES ALL OF US.

6. SPEAK TO YOUR STATE, LOCAL AND NATIONAL LEGISLATORS ON THE NEEDS OF YOUR LOCAL SCHOOL SYSTEM. DON'T WORRY ABOUT EDUCATION IN GENERAL, AND DON'T FRET ABOUT THE NATIONAL PICTURE. FOCUS YOUR ATTENTION ON YOUR COMMUNITY. IF EVERY BUSINESS PERSON IN AMERICA WORRIED ABOUT PUBLIC EDUCATION IN HIS OR HER BACKYARD, WE WOULD HAVE A FABULOUS NATIONAL SCHOOL SYSTEM.

7. ENHANCE THE PROFESSIONAL LEVEL OF THE TEACHERS IN YOUR SCHOOL DISTRICT. WE ALL KNOW THAT MAJOR INSTITUTIONS HAVE LOST PUBLIC RESPECT: THE POLICE, COURTS, CHURCH, SYNAGOGUE, LEGISLATURE AND NOW THE SCHOOLS. PERHAPS WE CAN BUILD AND ENHANCE THE PROFESSIONAL LEVEL OF TEACHERS. LET YOUR CHILDREN KNOW THAT YOU RESPECT THEM. REMEMBER, RESPECT BEGETS RESPECT.

8. LOBBY FOR MORE MONEY FOR EDUCATION AT EVERY LEVEL -- LOCAL, STATE, AND FEDERAL. I'M NOT SAYING THAT THE ONLY APPROACH IS FOR THE FEDERAL GOVERNMENT TO SPEND MORE MONEY, BUT IF ALL LEVELS CONTRIBUTED MORE WE WOULD HAVE THE NECESSARY FUNDING TO MEET OUR NATIONAL NEEDS AND GOALS.

9. PUBLISH STORIES ON THE ACCOMPLISHMENTS OF YOUR SCHOOLS. FEATURE THE ACHIEVEMENT OF THE CHILDREN AND THE COMMITMENT OF THE FACULTY IN YOUR COMPANY NEWSLETTER. BY PRAISING THEIR ACCOMPLISHMENTS, PEOPLE WHO DO NOT HAVE CHILDREN IN THE SCHOOLS WILL BEGIN TO UNDERSTAND THAT THE SCHOOLS ARE FUNCTIONING SUCCESSFULLY, AND AS A RESULT WILL BE WILLING TO SUPPORT BOND ISSUES AND HIGHER LOCAL TAXES.

10. Send your children to the public schools. You'll be glad you did.

Now that I've gotten that off my chest, let's listen to the reports from Boston and Seattle. (Introduce the gentleman from Boston, to be followed by an introduction of the representative from Seattle).

Thank you, gentlemen, for your most interesting and provocative report on what you are doing in your communities.

Now allow me to very briefly tell you something about the New York Alliance for the Public Schools. The New York Alliance is unique because it probably represents the first time that the major universities of a major city sat down together and worked out a plan for the role that they could play in improving primary and secondary public education. The New York Alliance for the Public Schools started as a working consortium of the Deans of Education at the City University of New York, New York University, Fordham University, St. John's University and Teachers College at Columbia. With this as its nucleus, the Alliance evolved into a full-blown collaboration between community leaders and professionals in the education field. A voluntary civic organization, the Alliance involves business and civic leaders, representatives of the Board of Education, the United Federation of Teachers and the consortium of Deans. Founded in 1979 under the auspices of New York University, the Alliance is dedicated to the principle that high

QUALITY PUBLIC SCHOOLS ARE ESSENTIAL TO THE ECONOMIC HEALTH AND SOCIAL DYNAMISM OF NEW YORK CITY.

LET'S EXAMINE FOUR OF THE ALLIANCE'S MAJOR PROGRAMS. THE FIRST IS TITLED "PRINCIPAL AS CURRICULUM LEADER." A MAJOR PURPOSE OF THE NEW YORK ALLIANCE FOR THE PUBLIC SCHOOLS IS TO STRENGTHEN THE LINK BETWEEN UNIVERSITIES, CORPORATIONS AND THE SCHOOLS. ACKNOWLEDGING THAT THE PRINCIPAL IS THE KEY DETERMINANT TO THE SUCCESS OF THE SCHOOL, THE FIVE UNIVERSITY MEMBERS OF THE ALLIANCE WORKED WITH OFFICIALS OF THE CHASE MANHATTAN BANK AND THE BOARD OF EDUCATION TO DESIGN A PROGRAM OF PROFESSIONAL DEVELOPMENT SIMILAR TO THOSE TRADITIONALLY AVAILABLE TO DOCTORS, LAWYERS AND BUSINESSMEN. SPECIFICALLY GEARED FOR NEW YORK'S HIGH SCHOOL PRINCIPALS, IN JUNE 1982 THE CHASE MANHATTAN BANK FOUNDATION AWARDED A $430,000 GRANT TO FUND THE "PRINCIPAL AS CURRICULUM LEADER" AND A TWO-YEAR PROJECT STARTED IN SEPTEMBER. PARTICIPANTS IN THE PROJECT INCLUDE ALL NEW YORK CITY HIGH SCHOOL PRINCIPALS FROM THE ILL ACADEMIC, VOCATIONS, SPECIAL EDUCATION AND ALTERNATIVE HIGH SCHOOLS PLUS A SELECT GROUP OF ASSISTANT PRINCIPALS. THEY ARE MEETING WITH UNIVERSITY CONSULTANTS AND BUSINESS PEOPLE IN SEMINARS, WORKSHOPS, CONFERENCE AND CONSULTATIONS DESIGNED TO SHARPEN THEIR PROFESSIONAL SKILLS AND FOCUS THEIR ATTENTION ON THEIR ROLE AS INSTRUCTIONAL LEADERS. SESSIONS TAKE PLACE CITYWIDE WITHIN THE FIVE BOROUGHS AND IN SIX PILOT RESOURCE HIGH SCHOOLS. RECOGNIZING THAT THE TERM "PRINCIPAL" ORIGINALLY

REFERRED TO THE PRINCIPAL TEACHER IN A SCHOOL, SMALL STUDY GROUPS SEEK TO BRING THE PRINCIPAL CLOSER TO THE CLASSROOM. IN THE WORDS OF ONE OF THE PARTICIPANTS, "THE PRINCIPAL AS CURRICULUM LEADER IS HELPING NEW YORK CITY'S PRINCIPALS TO REFOCUS THEIR ATTENTION ON THE CRITICAL ROLE THEY PLAY IN HELPING TEACHERS TEACH MORE EFFECTIVELY AND HELPING YOUNG PEOPLE LEARN MORE EFFECTIVELY."

THE SECOND PROGRAM OF THE ALLIANCE IS ONE THAT WAS DEVELOPED BY A BUSINESSMAN, TOM W. EVANS, A PRACTICING ATTORNEY AND SECRETARY OF THE NEW YORK ALLIANCE FOR THE PUBLIC SCHOOLS. HE DEVELOPED THE IDEA OF BRINGING NEW YORK'S MAJOR LAW FIRMS INTO A CLOSER ASSOCIATION WITH THE CHILDREN IN THE PUBLIC SCHOOLS. HE WAS AWARE OF PROGRAMS IN THE NEW YORK AREA THAT ALLOWED HIGH SCHOOL STUDENTS INTERESTED IN MEDICAL AND ALLIED PROFESSIONS TO VISIT DOCTORS AND MEDICAL PERSONNEL AT NEW YORK UNIVERSITY MEDICAL CENTER. THIS PROGRAM AND OTHERS LIKE IT AROUND THE COUNTRY HAD SHOWN THAT THEY HAVE A SIGNIFICANT IMPACT IN REDUCING DELINQUENCY, IMPROVING ATTENDANCE AND MOTIVATING STUDENTS TO ACHIEVE HIGHER MARKS. SO TOM EVANS SUGGESTED CREATING A SPECIAL LAW PROGRAM FOR HIGH SCHOOL STUDENTS IN NEW YORK CITY. WORKING CLOSELY WITH THE SOCIAL STUDIES DEPARTMENT OF THE BOARD OF EDUCATION, A CURRICULUM WAS DEVELOPED AND PILOT SCHOOLS WERE CHOSEN. THE FEDERAL BAR COUNCIL WAS ALSO BROUGHT IN AS A PARTNER. THROUGH FIRST-HAND EXPERIENCE THE STUDENTS WERE EXPOSED NOT ONLY TO THE

TYPE OF WORK PERFORMED BY LAW FIRMS BUT ALSO TO THE RANGE OF CAREER OPPORTUNITIES IN THE LEGAL PROFESSION. ASSOCIATES AND PARTNERS ALIKE AT THE MAJOR LAW FIRMS IN NEW YORK CITY NOW GO INTO THE SCHOOLS TO LECTURE ON THE BASICS OF THE LEGAL SYSTEM, ESCORTED GROUPS OF STUDENTS ON FIELD TRIPS TO THEIR OWN FIRMS AND TOOK STUDENTS TO OBSERVE COURT PROCEEDINGS IN BOTH FEDERAL AND STATE COURTS. THEY ALSO ARRANGE FOR STUDENTS TO MEET JUDGES, LAWYERS AND OTHERS IN THE COURT SYSTEM AND TO DISCUSS LEGAL PROBLEMS OVER SANDWICHES AT THE CLOSE OF EACH DAY'S SESSION. A PROGRAM WHICH STARTED WITH ONLY FIVE LAW FIRMS PARTICIPATING HAS NOW BEEN EXPANDED TO 15 LAW FIRMS AND 15 HIGH SCHOOLS. A PROGRAM THAT STARTED WITH JUST 100 YOUNGSTERS HAS NOW BEEN EXPANDED TO SERVE OVER 500. THIS PROGRAM CAN BE REPLICATED THROUGHOUT THE COUNTRY. AS A MATTER OF FACT, A LAW FIRM HERE IN WASHINGTON, DC HAS ALREADY STARTED A PROGRAM IN THIS CITY'S SCHOOLS AND WE'RE NOW RECEIVING INQUIRIES FROM ALL OVER THE COUNTRY.

A THIRD AND FASCINATING ASPECT OF THE ALLIANCE IS THAT AS A RESULT OF THE PARTICIPATION OF THE DEANS OF THE SCHOOLS OF EDUCATION IN NEW YORK CITY WE HAVE CREATED "COMPUTERLINK". COMPUTERLINK IS A COMPUTERIZED DATA BANK THAT IDENTIFIES THE AREA OF SPECIALIZATION OF MORE THAN 1700 FACULTY MEMBERS FROM THE FIVE UNIVERSITIES WHICH ARE MEMBERS OF THE NEW YORK ALLIANCE FOR PUBLIC SCHOOLS, AND THROUGH A SINGLE TELEPHONE NUMBER A NEW

YORK CITY CLASSROOM TEACHER CAN MAKE CONTACT WITH A UNIVERSITY PROFESSOR ON A SPECIFIC SUBJECT. COMPUTER-LINK WAS ESTABLISHED IN RESPONSE TO THE CHANCELLOR OF NEW YORK PUBLIC SCHOOLS WHO IDENTIFIED SEVERAL KEY AREAS IN WHICH HE FELT THE ALLIANCE COULD MAKE AN IMPORTANT CONTRIBUTION TO THE SCHOOL SYSTEM. AN INVENTORY OF UNIVERSITY RESOURCES WAS ONE OF THE PRIORITIES. THE AREA OF FACULTY EXPERTISE RANGE FROM ART, ARCHITECTURE AND ARCHEOLOGY TO BUSINESS LAW, ETHNIC STUDIES, HOME ECONOMICS AND ENGINEERING. UNIVERSITY SPECIALISTS IN THESE AND A SCORE OF OTHER FIELDS ARE AVAILABLE TO OFFER CONSULTATION TO PUBLIC SCHOOL TEACHERS AND ADMINISTRATORS. THIS PROGRAM HAS BEEN FUNDED WITH A GRANT FROM THE FORD FOUNDATION AND WAS ORIGINALLY LOCATED AT NEW YORK UNIVERSITY.

THE FOURTH PROGRAM AND PERHAPS THE ONE THAT MAY HAVE THE GREATEST LONG-TERM EFFECT IS THE PUBLIC INFORMATION PROGRAM OF THE NEW YORK ALLIANCE FOR THE PUBLIC SCHOOLS. IT IS CALLED "GO PUBLIC!" IT'S A TWO-YEAR, PRIVATELY FUNDED PUBLIC INFORMATION CAMPAIGN DESIGNED TO CLOSE THE GAP BETWEEN PUBLIC PERCEPTIONS OF THE NEW YORK CITY PUBLIC SCHOOLS AND THE ACTUAL LEVELS OF ACHIEVEMENT IN THE SCHOOLS. FIRST, THE ALLIANCE "GO PUBLIC!" CAMPAIGN IS ENCOURAGING PARENTS TO TAKE A CAREFUL LOOK AT THEIR PUBLIC SCHOOLS AS AN EDUCATIONAL OPTION FOR THEIR CHILDREN. SECOND, THE GOAL IS TO MAKE THE CORPORATE COMMUNITY WITHIN AND OUTSIDE NEW YORK AWARE OF THE LEVEL OF EXCELLENCE CURRENTLY

BEING ATTAINED IN MANY NEW YORK CITY PUBLIC SCHOOLS. THIRD, THE CAMPAIGN AIMS TO REINFORCE PRIDE IN THE PUBLIC SCHOOLS ON THE PART OF THE TEACHERS AND ADMINISTRATORS ALREADY WORKING IN THE SYSTEM, AS WELL AS ON THE PART OF PARENTS WHOSE CHILDREN CURRENTLY ATTEND PUBLIC SCHOOLS. AS PART OF ITS PUBLIC INFORMATION EFFORT, THE ALLIANCE UNDERTOOK THE FIRST SIGNIFICANT MARKET RESEARCH ON PUBLIC ATTITUDES TOWARD THE SCHOOLS IN NEW YORK CITY. WHILE THE GALLUP ORGANIZATION HAS CONDUCTED NATIONAL SURVEYS ON EDUCATION, THE ALLIANCE RESEARCH IS THE FIRST TO INCLUDE A NEW YORK SAMPLE LARGE ENOUGH TO DRAW SPECIFIC CONCLUSIONS ABOUT PUBLIC ATTITUDES TOWARD THE PUBLIC SCHOOLS. THE FIRST PHASE OF THE RESEARCH INCLUDED IN-DEPTH FOCUS GROUP INTERVIEWS WITH MORE THAN 200 PARENTS FROM ALL FIVE BOROUGHS, FOLLOWED BY INTERVIEWS WITH OVER 1,000 RANDOMLY SELECTED NEW YORKERS. WELL, YOU'LL BE INTERESTED TO KNOW THAT THIS RESEARCH WAS JUST COMPLETED AND I AM GOING TO SHOW YOU A VIDEO TAPE OF SOME OF THE NEWS COVERAGE OF THE PRESS CONFERENCE HELD AT CITY HALL TO REPORT THE RESULTS. SIMPLY STATED, OUR SURVEY INDICATED THAT WHEN PEOPLE LEARN ABOUT PUBLIC SCHOOLS FROM THE MEDIA THEY DEVELOP NEGATIVE ATTITUDES. WHEN PEOPLE LEARN ABOUT THEIR SCHOOLS FROM FIRST-HAND INVOLVEMENT, ATTITUDES ARE EXTREMELY POSITIVE. DO I HAVE TO SAY ANYTHING MORE ABOUT THE NEED FOR GETTING TO KNOW YOUR PUBLIC SCHOOLS BETTER?

LADIES AND GENTLEMEN, YOU HAVE JUST HEARD THREE CITIES REPORT ON WHAT BUSINESS CAN DO TO IMPROVE THE QUALITY OF PUBLIC EDUCATION. ALL OF THESE PROGRAMS WERE STARTED LONG BEFORE THE ANNOUNCEMENT OF THE NATIONAL REPORT ON EDUCATION. AS SOME HAVE SPECULATED, PERHAPS THAT REPORT WAS REALLY 18 MONTHS TO TWO YEARS BEHIND, AND DID NOT REFLECT CURRENT TRENDS IN THE CLASSROOM. HOWEVER, THE REPORT DID CREATE NEWS, DID CREATE CONCERN, AND MAY VERY WELL HAVE BEEN RESPONSIBLE FOR THIS CONFERENCE. IF SO, IT HAS SERVED A VERY USEFUL PURPOSE. PUBLIC AWARENESS HAS CREATED A PUBLIC COMMITMENT, AND IF AMERICAN BUSINESS ASSUMES THE NECESSARY LEADERSHIP, WE WILL ALL ONCE AGAIN SPEAK WITH PRIDE ABOUT THE ACCOMPLISHMENTS OF OUR SCHOOLS.